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A STUDY OF THE STUDENT PERSONNEL PROGRAM
AT EASTERN ILLINOIS STATE COLLEGE

Presented to
Eastern Illinois State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Jo Anne Stuebe
July 1956

This study has been approved by the following members of the faculty of Eastern Illinois State College:

PREFACE

The purpose of this paper is to present and evaluate the existing student personnel program at Eastern Illinois State College, with particular emphasis on counseling, and to present a proposed program of student personnel services.

The proposed program is based on a study of the present program and research to determine what constitutes an effective student personnel program.

The writer wishes to express her appreciation to the following persons for their assistance and cooperation: Dr. Rudolph D. Anfinson, Dr. Elizabeth K. Lawson, Dr. William J. Crane, Dr. Wayne L. Thurman, Dr. Winslow G. Fox, Dr. Walter H. Friedhoff, Dr. William H. Ziegel, Dr. Vernon L. Anderson, Dr. Ned S. Schrom, Dr. Donald L. Moler, Miss Edith G. Cardi, and Miss Sallie A. Guy.

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CHAPTER I

PURPOSE AND FUNCTIONS OF A STUDENT PERSONNEL PROGRAM

With the evolution of an increased awareness of the need for student personnel services there are emerging on many college campuses plans for well-organized student personnel service programs. Emphasis on the student as an individual, increased enrollments, new means of assaying capacities, and a broadened interpretation of the responsibility of the college in the education of young men and women have all contributed to the development of student personnel services as a major unit.¹

To be effective a student personnel program must be guided by principles which reflect a personnel point of view and serve as a basis for the program. Basic principles in the organization and administration of student personnel services as set up by the Colorado State College of Education, Greeley, Colorado, are as follows:

1. Student personnel services are for all students, not for deviates only.
2. Student personnel services are concerned with all phases of the student's life.
3. Student personnel services are organized so as to identify and assist those students who are in need of help.
4. All personnel services are subject to critical study and continuous evaluation.

¹The Subcommittee of the Committee on Studies and Standards of the American Association of Colleges for Teacher Education, Student Personnel Services (American Association of Colleges for Teacher Education, 1949), pp. 9-11.

5. Personnel services are given adequate staff and backed up by financial and administrative support.
6. Personnel counseling with students, in addition to routine requirements, encourage voluntary contacts on the initiative of the students.
7. Personnel services show professional respect for the confidence of the students.
8. The teaching faculty is responsible for as much of the personal and educational counseling as possible.²

The organization and administration of student personnel services in a college depend upon the purpose and philosophy of the college, the curricula, type of student body, personnel, and available financial support.³

Walter R. Goetsch in Current Trends in Higher Education 1948 lists the following as functionally desirable in the area of student personnel administration:

- a) supervision of
 - 1) housing facilities
 - 2) social life
 - 3) student organization and government
 - 4) personal and group conduct
 - 5) health and recreation
 - 6) vocational and personal counseling
 - 7) student publications
- b) assistance on
 - 1) employment
 - 2) scholarships

²Ibid., pp. 16-23.

³Ibid., p. 25.

- 3) loans
 - 4) placement
- c) responsibility for
- 1) admissions
 - 2) registration
 - 3) making of schedules
 - 4) program and course counseling
 - 5) advising on study difficulties
 - 6) keeping of academic records
 - 7) making of academic reports⁴

The following specialized student personnel services are considered to be essential by E. H. Hopkins:

1. A program of precollege counseling, selection, and applicant-centered admission.
2. An organized program for diagnosis and counseling of students. This included both intensive and clinical counseling, as well as the normal day-to-day educational and personal counseling provided by the faculty and other perhaps less professionally trained counselors.
3. An effective orientation program, spread throughout the entire first year.
4. Remedial assistance in reading, speech, English, and other subject-matter areas, for those students who need it.
5. Definite provision for the supervision, coordination, and integration of the 'co-curricular' program on the campus.
6. A Student Health Service, providing professional services in areas of both physical and mental health.
7. An adequate program for the supervision of living arrangements, including the food service program. This program,

⁴The Subcommittee of the Committee on Studies and Standards of the American Association of Colleges for Teacher Education, Student Personnel Services (American Association of Colleges for Teacher Education, 1949), p. 27, citing Walter R. Goetsch, "Organization of the University for Administration and Development," Current Trends in Higher Education 1948 (June, 1948), p. 163.

like the others, must be provided in such a manner as to contribute, to the maximum extent possible, to the social-educational objectives of the institution.

8. A well-organized program for administering financial aids, loans, scholarships, student employments, postgraduate placements, and job follow-ups.
9. Special facilities for developing and evaluating the religious life and interest of students on the campus.
10. An adequate system of permanent cumulative personnel records, which include pertinent information relative to all aspects of student life and student accomplishment.
11. On most campuses there is need for a special program of orientation and counseling for foreign students.
12. At the present time, and for the next few years, a special service providing for the coordination of veterans' affairs is an essential part of the total program.⁵

There is a chance that in assisting the college student through student personnel services he may be "taken to pieces and never reassembled; he is apt to receive excellent counsel from dissociated specialists which he is unable to integrate into a plan that will function for the entire self for which he must act."⁶ This points out the need for a coordinated student personnel program. Coordination does not mean centralization of all student personnel functions, because this would tend to discourage other faculty members from responding to normal counseling situations by placing all of the counseling in one office. A coordination and integration of function is needed--the

⁵Ibid., pp. 27-28, citing E. H. Hopkins, Essentials of a Student Personnel Program (American College Personnel Association, March, 1948), p. 2 ff.

⁶Esther Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education (New York, McGraw Hill Book Company, Inc., 1938), p. 71.

establishment of effective working relationships among many persons engaged in student personnel activities.⁷

In a coordinated program all student personnel services are integrated under one person or agency. Coordination of services helps to prevent overlap and improves assistance to students.

A good program of student personnel services, therefore, is a coordinated program, providing "adequate facilities for the diagnosis, selection, analysis, orientation, counseling, maintenance, placement, and follow-up of each student according to his individual ability and needs, to the end of his greatest development, performance, and personal efficiency."⁸

⁷C. Gilbert Wrenn, Student Personnel Work in College (New York, The Ronald Press Company, 1951), pp. 36-37.

⁸J. E. Walters, Individualizing Education (New York, John Wiley and Sons, Inc., 1935), p. 101.

CHAPTER II

MEETING STUDENT NEEDS THROUGH COUNSELING

Counseling is an important aspect of the student personnel program. It personalizes and integrates education and coordinates the various student personnel services.⁹

The purpose of a counseling program for a college freshman is to help him become adjusted to a new situation and meet the demands placed upon him. The new college freshman is leaving a familiar and secure world and entering one which is new and unfamiliar and which may present problems with which he is unable to cope alone. A social adjustment must be made. The old circle of friends and acquaintances is gone, and he not only feels the loss but must make the effort to make new friends and to make himself desirable as a friend. The family situation is no longer the same. He has new freedom and new responsibilities. Scholastic competition is greater than it was in high school. Day by day adjustments must be made. Perhaps the greatest adjustment to be made is an emotional one. There is an inclination for the new college student to feel lonesome and demoted.¹⁰

Counseling is a function to assist not only freshmen but all students in meeting their needs. C. Gilbert Wrenn states that the

⁹Lloyd-Jones and Smith, op. cit., p. 102.

¹⁰Ibid., pp. 70-74.

following are problems frequently reported by students:

1. Academic Problems
2. Vocational Problems
3. Financial Problems
4. Social Problems
5. Emotional Problems¹¹

Academic problems may concern choice of curriculum and planning a course of study. Study habits may be poor and present a problem. Time-budgeting may be ineffective. Reading skills may be inadequate. The student may have difficulties in the classroom due to the instructor's attitude, long assignments, unfamiliar standards of work, etc.¹² Other academic problems include program changing, failure in course work, lack of interest, and changing fields of study.

Three fundamental objectives for counseling in this area are:

"first, aiding students to select courses of study that are fitted to their abilities and interests; second, aiding students to solve difficulties which may arise in the course of their studies; and third--and as important as the other two--promoting in all students a desire to better themselves scholastically."¹³

Vocational problems are often related to educational problems.

Vocational problems met by the student may be the result of insufficient knowledge of vocational requirements, uncertainty about vocational goals, lack of a goal, lack of knowledge of abilities, or inability to coordinate

¹¹Wrenn, op. cit., pp. 9-10.

¹²Ibid., p. 9.

¹³Donfred H. Gardner, Student Personnel Services, Vol. 5 of The Evaluation of Higher Institutions (Chicago, The University of Chicago Press, 1937), pp. 74-75.

the college program with a vocational goal.¹⁴ The student may need help in the choice of a vocation and should have the opportunity to see material related to fields in which he might be interested. The counselor can be of assistance by helping the student analyze and see meaning in data about himself and the college and to make realistic and effective educational and vocational plans.¹⁵

A student is sometimes disturbed by the problem of insufficient funds to finance a college education. There should be provisions for making the student aware of available aid in the way of loans or scholarships and what part-time employment is available and how to secure it. Financial need may necessitate so many hours of work by a student that his social life is limited if not nil, or present a health problem. There should be a source of counsel concerning problems thus incurred.

Difficulties in social adjustment may result in loneliness and unhappiness due to lack of knowledge of social skills. "Social competence is not a gift; it is acquired."¹⁶ The orientation program as well as group and individual counseling can be utilized in developing this competence. Residence hall staffs and the Big Sister and Big Brother programs are particularly effective in this area due to close and frequent contact and the advantageous position of being able to set up social situations conducive to developing social skills.

¹⁴Wrenn, op. cit., p. 10.

¹⁵C. Gilbert Wrenn and Reginald Bell, Student Personnel Problems (New York, Farrar and Rinehart, Inc., 1942), p. 126.

¹⁶American Association of Colleges for Teacher Education, op. cit., p. 146.

Emotional problems may run the gamut from a mild and momentary disturbance to serious problems of personality or adjustment. They may involve family relationships, relationships with peers, religious or moral conflicts, or feelings of inadequacy or fear.

A good counseling program is one so designed and so set up that a student with a problem in any of these areas has some source to go to for assistance—a source where he knows that someone is interested and capable of helping.

In addition to a staff of trained personnel workers, Lloyd-Jones and Smith suggest that interested and talented faculty members be utilized in the counseling program.¹⁷ They would be responsible to the head of the student personnel program and given pre-service or in-service training. Through the director these faculty members would become acquainted with all facets of the student personnel program.

¹⁷Lloyd-Jones and Smith, op. cit., pp. 40-44.

CHAPTER III
THE EXISTING STUDENT PERSONNEL PROGRAM AT
EASTERN ILLINOIS STATE COLLEGE

The following persons and agencies contribute in meeting the needs of students at Eastern Illinois State College through personnel services:

1. Dean of Students
2. Dean of Women
3. Residence Hall Directors and Staffs
4. Faculty Advisers
5. Director of Admissions
6. Director of Placement
7. Director of Student Activities
8. Health Service
9. Psychological Clinic
10. Speech and Hearing Clinic
11. Reading Clinic
12. Director of Veterans' Services

Dean of Students

At the present time the Dean of Students has dual responsibilities of the positions of Dean of Students and Dean of Men.

As Dean of Men he serves in the following areas:

1. Counseling
2. Housing

3. Discipline
4. Committee Membership
5. Sponsor of Student Association
6. Sponsor of Inter-fraternity Council
7. General Supervision of Fraternities
8. Student Loans
9. Student Accounting
10. Parent-student Liaison
11. Exit Interviews with Drop-Out Students
12. Over-all Responsibility for Student Life on Campus
13. Instructional Duties

The Dean of Students does such counseling as time permits.

Administrative duties of two positions as well as instructional duties make a desirable amount of counseling impossible.

Housing responsibilities include initial approving of houses and an annual inspection of all approved houses. As Dean of Men he must see that housing standards are maintained by all householders for men students. Signing of contracts by students and householders is done through his office as well as giving information concerning approved housing for men.

In addition to off-campus housing the Dean of Students has general supervision over the men's dormitory.

Major problems arising in the men's residence hall are handled by the Dean of Students, while minor, routine matters are handled by the

Director of the hall and the House Council. Both major and minor disciplinary problems regarding non-residence hall students are the responsibility of the Dean of Students.

Committee membership is varied and time consuming. One of the committees of which he is a member is the Student Employment Committee, the function of which is explained under the responsibilities of the Dean of Women.

Sponsorship of the Student Association, a joint responsibility with the Dean of Women and the Director of Student Activities, involves attending meetings, being a resource person, and giving assistance when needed.

In cooperation with the Student Association, the Dean of Students aids in supervision of the Student Lounge.

General supervision of fraternities includes housing, discipline, and all areas of fraternity life.

Student loans are granted to men students by the Dean of Students following interviews with the applicants.

Student accounting occupies a portion of the Dean's time. Following inquiries from faculty members regarding frequent absences of men students, he investigates to determine the cause. When the Dean is informed by householders, residence hall directors, or students themselves of absences due to illness, death in the family, or other causes, he sends notifications to all classes in which the student is enrolled.

Through personal and mail contact the Dean of Students serves as a parent-student liaison.

All men leaving college must have an exit interview with the Dean of Students. Frequently this is the only opportunity for counseling a drop-out student.

The Dean of Students has general responsibility for student life on campus and reflects the attitudes and opinions of the student body. In addition, he has instructional duties of one class per quarter.

The office of the Dean of Students adds additional responsibility for the coordination of student personnel services, which involves supervision and development of services and liaison relationships.

Dean of Women

Responsibilities of the Dean of Women fall in the following areas:

1. Counseling
2. Housing
3. Discipline
4. Late Leaves and Overnight Permissions
for Girls Not Living in the Residence Halls
5. Student Employment
6. Committee Membership
7. Student Accounting
8. Parent-student Liaison
9. Sponsor of Pan-hellenic Council
10. Exit Interviews with Drop-out Students
11. Instructional Duties
12. Over-all Responsibility for Student Life
on Campus

The Dean of Women does a limited amount of counseling. She has administrative and instructional duties that require a major portion of her time. Since there are no other counselors to whom they can go, girls not residing in residence halls often must depend solely on the Dean of Women for counseling concerning personal problems.

Housing responsibilities include initial approving of houses and an annual inspection of all approved houses. The Dean of Women must see that housing standards are maintained by all householders for women students. From her office, girls can get information regarding approved housing, and she must see that contracts are signed by householders and students.

The Dean of Women also has charge of general supervision of sorority houses.

Directors of Women's Residence Halls are directly responsible to the Dean of Women.

In the area of discipline, minor disciplinary problems in the women's residence halls are handled by the Director and the House Council of each hall; major disciplinary problems are referred to the Dean of Women. She handles both routine and major disciplinary problems involving girls not residing in the residence halls.

From the office of the Dean of Women are issued all late leaves and overnight permissions for town girls. A record is kept of the number of late leaves issued to each girl, but there is no set limit to the number that each may have.

The Dean of Women is chairman of the Student Employment Committee. This committee sets up the annual budget of allotment of funds for student help to all departments. It also allocates funds to the departments and authorizes hours and rate of pay for individual students. If students do not meet the academic requirements set up by the committee the committee decides if the student should be allowed to work.

Rating sheets for women student employees are distributed by the Dean of Women to all employers at the end of the year. These are frequently used by her in writing recommendations for girls who are not entering the teaching profession or for girls applying for summer employment.

The Dean of Women serves on various committees and serves as needed in regard to student activities such as Homecoming. In 1955 she had charge of all the finances of Homecoming. This included authorizing all expenditures and payment of bills.

The Dean of Women has the responsibility of accounting for women students and reporting absences due to illness, emergencies, etc. to instructors.

With the Dean of Students she shares the responsibility of parent-student liaison.

She is sponsor of Pan-hellenic Council which is composed of two representatives from each of the sororities on campus. The Council deals with problems concerning the sororities and administration of rules governing them.

The Dean of Women is also a sponsor of the Student Association of which all students are members. There is no Women's Student Government Association.

All girls who are leaving the college must have an exit interview with the Dean of Women. She is often informed by residence hall directors, householders, or faculty members of girls' intentions of leaving school. Reasons frequently given are finances, health, and marriage. Many times there seems to be evidence that the reason given is not the real reason.

In addition to these responsibilities the Dean of Women has over-all responsibility for student life on campus and instructional duties of one class per quarter.

Residence Hall Directors and Staffs

The three Residence Hall Directors at Eastern are employed as full-time Residence Hall Directors or are frequently given teaching assignments of one class per quarter. Their responsibilities include supervision of and work in the various phases of residence hall life:

1. Counseling
2. Student Government
3. Social Activities
4. Housing
5. Maintenance
6. Student Employment within the Residence Hall
7. Routine Responsibilities

Counseling areas of the Residence Hall Directors are all-inclusive: academic, vocational, financial, social, emotional, and health.

The House Council, student governing body of the residence halls, consists of the president, vice-president, secretary, treasurer, reporter, social chairman, and corridor chairmen. These self-governing units make decisions pertaining to house problems and activities and handle minor disciplinary problems. A House Council functions in each of the three residence halls.

Social activities within the hall give opportunity for group counseling in the area of social skills, aiding students to become accepted members of a social group and to participate in group activities.

Housing requires much of the Residence Hall Director's time. Routine correspondence is carried on throughout the year giving information, answering questions, and sending housing application forms. Since the number to be admitted to the residence hall in the fall depends upon the number of residents who return, a waiting list is maintained. In spring quarter a survey of present residents reveals how many vacancies can be filled. After the initial assignment of rooms for fall quarter, vacancies are filled as they occur throughout the year. The housing in each residence hall is handled by the Director of the hall.

Maintenance involves supervision of the housekeeper, maids, and janitor. It also entails requisitioning equipment and supplies, scheduling maids' hours, and reporting damages in the physical plant or damaged furniture in it. All requisitioning, scheduling, and damage reporting for Pemberton Hall is done by the Director. The Director of Lincoln Hall does all of the scheduling for Lincoln and Douglas Halls, and the requisitioning for both dormitories is done by the Director of Douglas Hall. Each hall reports its own damages.

The Residence Hall Director is responsible for hiring student employees and supervising their work. Student employees in the residence halls include the assistant director, student counselor, student secretary, student receptionists, and houseboy. Students employed in the residence hall dining rooms are hired and supervised by the dietitian of the hall.

The Women's Residence Hall Directors issue late leaves, overnight permissions, and sick tray permissions. A record is kept of the number of late leaves used by each girl and the number of minutes that she is late. Each girl is allowed 6 late leaves or 13 late leave hours per quarter. On the accumulation of 10 minutes of lateness, girls are campused. The Director is in charge of campusing.

The Residence Hall Assistant Directors are full-time graduate students who have no specific training program but receive such training as can be acquired through the residence hall program and from the Director. Since they have had little or no training, the counseling done by them is limited and of an informal nature. They are in a position to recognize students who seem to be having difficulties and are in need of counseling and to make referrals to the Residence Hall Director or the Dean of Women.

The Assistant Director of Lincoln Hall has the following duties:

1. Be on duty alternate weekends.
2. Keep office girl informed as to where she can be reached.
3. Keep an anecdotal record of pertinent incidents which occur while on duty.

4. Make referrals which she feels are necessary to the Director.
5. Distribute room request blanks.
6. Keep room and desk keys in order and distribute to residents.
7. Sign late leaves and overnight permissions.
8. Give sick tray permissions.
9. Assist with checking rooms at end of year.
10. Assist with writing room and board bills.
11. Be responsible primarily for second and third floor east corridors.
12. Meet and work with corridor chairmen.
13. Do informal counseling.
14. Check exit nightly.
15. Work in office one hour daily.
16. Attend dormitory social functions, house council meetings, etc.

At Pemberton Hall the Assistant Director has the following responsibilities:

1. Grant overnight permissions, late leaves, sick trays, etc.
2. Alternate with Director and Student Counselor regarding evening duty during the week. This is not specifically assigned, but one of the three should always be available evenings and preferably in the dormitory.
3. Alternate responsibility for weekend duty with the Director. This is more specific than #2, especially if the one off-duty goes out-of-town. The Student Counselor may offer relief for one evening.

- 4.. Assist the Director with some work in the dormitory office.
5. Attend House Council meetings as a resource person.
6. Act as a resource person on committees for various projects such as Homecoming decorations, teas, banquets, etc.
7. Work on freshmen orientation meetings with the Director and the Student Counselor.
8. Work on an officer and student leader in-training program with the Director.
9. Be a good friend and confidante to all students.
10. Help maintain a proper dormitory atmosphere and discipline for it when necessary.
11. Always remember she is an employee of the college and conduct herself accordingly.

The Douglas Hall Assistant Director has the following duties:

1. Maintain order, especially during quiet hours.
2. Assist in checking out.
3. Assist in orientation of new students.
4. Counsel students.
5. Sponsor a part of the dormitory's program-- athletic, social, or judicial.
6. Serve as assistant advisor to House Council.
7. Assist in planning dormitory program.

Each residence hall has one Student Counselor who is a full-time undergraduate student. The Student Counselors are in close contact with the residents, and, like the Assistants, can make referrals when it is deemed necessary.

Their responsibilities are as follows:

Lincoln Hall Student Counselor:

1. Sign late leaves and overnight permissions.
2. Check west exit after closing hours.
3. Assist with general office routine--approximately one hour daily.
4. Sign sick tray permissions.
5. Be on duty when Director and Assistant Director are gone. (Responsible for day or evening but never overnight)
6. Assist with writing room and board bills.
7. Be present at social affairs and House Council meetings.
8. See that sign-out sheets are kept in stock--pick these up in the office of the Dean of Women.
9. Refer problems to the Director.
10. Assist with room checking at the end of the year.
11. Compute grade point averages quarterly.
12. Check week-end sign-out sheets on Monday morning.
13. Count guest overnight and meal money and put in office file; total monthly, write receipt, and take to Business Office.

Pemberton Hall Student Counselor:

1. Issue late leaves and overnight permissions.
2. Issue sick tray permissions in the absence of the Director and Assistant Director.
3. Be on duty evenings in the absence of the Director and the Assistant Director. (Usually required to stay downstairs.)

4. Write room and board bills, post notices a week in advance, put bills in students' mail boxes, and take duplicate copies to the Business Office.
5. Make referrals to the Director.

The Douglas Hall Student Counselor has the same duties as the Assistant Director.

In 1956-57 the Pemberton Hall Student Counselor will be required to live on third floor and will be primarily responsible for that area; the Assistant Director will be primarily responsible for second floor. The Student Counselor at Pemberton Hall for 1956-57 has sent a letter to all new students introducing herself and offering her assistance during the coming year.

The duties and responsibilities of Assistant Directors and Student Counselors are not consistent within the residence hall system, nor is there an in-service training program.

Faculty Advisers

The present advisory program is set up for the primary purpose of seeing that students make proper progress toward graduation with no emphasis on counseling. Faculty members, serving as advisers, assist students in choice of curriculum, scheduling classes, and making proper academic progress. The number of advisees range from a very small number to 70 or more, mainly depending upon the department.

In some departments all advising is done by the head of the department. In large departments where this is impractical or impossible, advisees are assigned to faculty members within the department.

Initial assignment of advisees is done by the Director of Admissions. Any changes of advisers due to changes in major fields of study are handled by the Dean of Instruction.

The present advisory system does not include pre-service or in-service training to encourage or prepare for counseling other than academic. The individual adviser does as much or as little counseling as he feels is necessary or for which he has the time. Much depends upon his point of view regarding the student personnel program and his responsibility to it, his interest in the students, his training in guidance procedures, his personal characteristics, and amount of time available.

Director of Admissions

The activities of the Director of Admissions are primarily concentrated in the following areas:

1. High School Visitations
2. College Day
3. Correspondence
4. Inter-service Relations with All Departments
5. Freshman Orientation Program

High school visitation is done upon invitation only. The policy concerning high school visitation is to impart educative information to high school students and to point out opportunities in professional education. An attempt is also made to interpret state supported education. The visitations offer an opportunity for pre-college counseling largely of a group nature.

The area which the Director of Admissions covers in high school visitations is mainly the area reaching to Kankakee on the north, south on the Indiana border to Carmi, and west to the general area around Litchfield.

College Day is conducted each spring for the purpose of bringing high school seniors to Eastern's campus for a day. It gives them an opportunity to observe college activities, to observe living facilities, to get an idea of life on a college campus, and to ask questions pertaining to the college.

On College Day, 1956, 1,200 high school seniors visited the campus. College Day necessitates much pre-planning and correspondence. Prior to visitations, letters of acceptance are written, and follow-up letters are mailed after the visitation.

Correspondence concerning admission or other activities of the Admissions Office occupies much time. Each year there is an increase in the number of inquiries received from high school students. During the academic year 1955-56, personal letters were written to 1,520 high school students.

When a student indicates an interest in attending Eastern he is sent a catalogue and a letter giving general information. If he indicates a specific interest, his name is also given to the department in which he has expressed an interest.

The Director of Admissions works closely with other faculty members in regard to scheduling of interviews and advisement of new students during

orientation week. Student assignments to faculty advisers are made by the Director of Admissions on the basis of expressed field of study.

The Director of Admissions also has charge of the orientation program, the purpose of which is to acquaint the new student with the college personnel, his fellow freshmen, and his new environment, as well as to aid him in planning his college program.

In regard to orientation, each student receives an acknowledgment of his application for admission and an individual schedule of orientation activities. Orientation activities include a general meeting; conferences with the Deans of Men and Women; physical examinations; Business Education, Library, Reading, and English tests; conferences with advisers; social activities, such as mixers and dances; and Open House in the Charleston churches.

Prior to 1956 the freshman testing program was conducted during orientation week, but in July, 1956, all early applicants were invited to the campus to complete their freshman tests. This will facilitate the advisement program, making test scores available for the initial interview with the student.

Placement tests given to in-coming freshmen at Eastern are: Cooperative School and College Ability Test (formerly the A.C.E. psychological examination test was administered), Cooperative English Test, Cooperative Reading Test, and a library test to determine whether the student should be required to take a course in the use of the library.

In addition to admissions responsibilities the Director of Admissions has teaching responsibilities of one class per quarter.

Director of Placement

The Director of Placement has the responsibility of helping graduates secure teaching positions and aiding school officials to locate competent teachers.

Registration with the Placement Bureau is a prerequisite for graduation for all Eastern students, and the Bureau has files on all graduates. Since Eastern now offers A. B. and B. S. degrees, persons receiving these degrees as well as those receiving B. S. in Education degrees are required to register with the Bureau. They are provided with a set of credentials more suited to the fields of business and industry.

In the middle of the fall quarter all seniors are assembled and given preliminary instructions concerning placement. Near the end of the quarter placement materials are distributed; they are to be filled out and returned to the Bureau.

The student may type his own credentials or pay a typing fee of \$1.50 which enables the Bureau to employ typists to type master copies of credentials.

When the credentials are returned to the Placement Office they are checked for accuracy and completeness, sent to the typist, and an appointment made with the student for an interview with the Director of Placement. The interview makes it possible for the Director to obtain information concerning the type of position the registrant is seeking and the desired geographic location, as well as enabling him to make a Placement Bureau evaluation.

In January the Bureau begins receiving calls from superintendents, and they begin making personal appearances in February. When calls come in for particular subject combinations, the Director notifies persons who would qualify academically and who may desire that geographic location. If the students are interested, credentials are mailed to the inquiring superintendent, and he may contact the candidates to arrange for interviews.

Counseling on a group basis is done by the Director of Placement concerning personal interviews and job application procedures.

He has vocational information in his office. The vocational material is available to all students.

Sending notifications concerning vacancies, checking returns from the notices, and sending out credentials involves a great deal of clerical work. In 1955-56, 2,000 sets of credentials were sent by the Bureau. As students report positions accepted, the Director of Placement sends them congratulatory letters and a card to fill out as a source of information for the Placement Bureau.

On a volunteer basis the Director of Placement meets with department groups to discuss problems of placement resulting from choice of minor fields of study. He informs students of the specific combinations which are requested in the calls received by the Placement Bureau.

Follow-up activities conducted by the Director of Placement include personal and mail contacts. He visits Eastern graduates and the schools in which they are teaching to see how the graduates are succeeding, to

see the environments in which they are working, and to talk to the school administrators.

For each graduate visited a report is filed in the Placement Office.

Follow-up by mail is done through letters typed by the Business Education Department. Letters to beginning teachers placed by the Bureau are mailed in October, and, if possible, in April. With the letter is enclosed a single page inquiry for their reply. Replies received are assembled, and the Director of Teacher Training and heads of departments are informed of their availability.

In February of each year letters are mailed to all superintendents of schools in which teachers were placed during the past year. A form is enclosed on which administrators report the progress of the teachers. The department heads are notified of the availability of these replies. These recommendations are typed and added to the teachers' credentials.

Director of Student Activities

The three major duties of the Director of Student Activities are:

1. Calendar of Events
2. Evaluation Program
3. Activity Books

Planning for the calendar of events is a continuous process. Requests are submitted in the spring, and assignments of time and place are made by the Director in cooperation with the Group-coordinating Committee of the Student Association. The calendar of events is printed quarterly and made available to all students and faculty members. Through planning and specific assignments conflict of events is eliminated.

An evaluation program is also conducted by the Director of Student Activities. Evaluation sheets are sent each quarter to the officers of all organizations; members are rated by the officers, and the officers are rated by the sponsors. Completed evaluation sheets are returned to the Student Activities office where they are recorded on each student's activity record and filed. The evaluations are also sent to the Placement Office for addition to credentials.

Activity books are printed at the beginning of each academic year. Arrangements are made for pictures to be taken and attached to the books for identification purposes. The Student Activities Office arranges for the distribution of books, for stamping them each quarter, and for issuing books to new students at the beginning of successive quarters.

Secondary duties of the Director of Student Activities include:

1. Visits to organization meetings and general supervision of organizations
2. Sponsorship of Student Association
3. Ex-officio member of the student-faculty boards
4. Faculty co-chairman of Homecoming committee

The Director of Student Activities tries to visit each organization at least once a year, but since so many meet on the same night, and there are so many organizations, it is an impossibility.

He is responsible for general supervision of organizations. He assists in selection of sponsors and planning events and aids when needed in securing meeting places, etc. In general, he attempts to keep organizations functioning if it is at all advisable.

As sponsor of the Student Association along with the Dean of Students and Dean of Women, he attends as many of the bi-monthly meetings of the Association as possible and has general supervision of financial matters.

The Director of Student Activities is ex-officio member of the following student-faculty boards:

Apportionment

Men's Athletics

Women's Sports

Entertainment

Forensics and Dramatics

Health and Hospitalization

Music Activities

Student Publications

In addition to attending as many of the other monthly board meetings as possible, the Director attends all Apportionment Board meetings. This board apportions money received from student activity fees to the various activities.

Homecoming committee work begins in May and continues until the end of October. Concurrent records are kept of activities of all committees, and collecting, assembling, and organizing committee reports extends beyond October.

No official counseling is done by the Director of Student Activities due to lack of time and the fact that the physical conditions of the Student Activities office are not conducive to counseling.

The Director of Student Activities teaches two courses per quarter and has responsibilities of academic committee membership and attendance at departmental meetings along with Student Activities duties.

Health Service

Eastern maintains a Health Service headed by a full-time physician. Health examinations are given to all in-coming freshmen and to all juniors prior to student teaching.

Students are referred to the Health Service or go on their own volition for medical attention. Problems of an emotional nature are sometimes referred by the physician to the student's adviser or to the Dean of Students or Dean of Women. Some students are referred to the psychological clinic for testing.

When psychiatric attention seems necessary, arrangements are made for an interview at a psychiatric health center. Veterans are referred to the Veterans Administration at Danville, Illinois. Few patients have required this attention.

The college physician maintains contact with the Dean of Women and Dean of Students to give or receive information pertaining to students, but there is no definite channeling of information.

Psychological Clinic

Testing services are available but seldom used. Tests in the areas of personality, interest inventory, academic aptitude, specific aptitudes, etc. can be administered and a profile presented to the counselor for his use. Most referrals come from the college physician and the reading clinic. At one time it was required that all referrals for testing come from the advisers, but this has been discontinued.

The psychologist in charge of testing has instructional duties and only quarter time available for testing.

Results of freshmen tests are sent to the respective advisers, the Dean of Students, the Dean of Women, and the Residence Hall Directors.

Speech and Hearing Clinic

The Speech and Hearing Clinic exists as a service to the college and the laboratory school.

All in-coming freshmen are tested for speech difficulties and hearing deficiencies as part of the required physical examination. People who fail in the screening for hearing deficiencies are called back for an additional, careful hearing test; if they fail, they are asked to report to the Health Service, and a medical follow-up is conducted if necessary. A report is received from the Health Service on every hearing loss report sent to them. After the medical examination the clinic conducts an educational follow-up, if needed, to assist those persons having a hearing loss. The clinic rechecks these cases every six months.

In the area of speech correction, the clinic works with as many cases as possible. The number with which they work depends on the number of student clinicians available. The student clinicians are second or third quarter juniors and seniors who work under the supervision of the Director of the clinic. Severe cases are handled by the Director.

Reports on all individuals who are being worked with are sent quarterly to the Dean of Students, Dean of Women, Dean of Instruction, President, and the adviser or Head of the Department in which the student is enrolled. A report of all clinic work being done is sent quarterly to the Dean of Students, Dean of Women, Dean of Instruction, President, and Department Heads.

Persons served by the Speech and Hearing Clinic in addition to those screened in the freshman physical come by self-referral or by referral of faculty members, often teaching supervisors. Since the number with which the clinic can deal is limited, preference is given to juniors and seniors.

Reading Clinic

The Reading Clinic offers services to college students to improve reading speed and comprehension and study habits. Students come to the clinic voluntarily; some are referred by advisers or other faculty members.

Students ranking low on the freshman reading test as well as those on probation are invited but not required to come to the clinic.

The Reading Clinic is staffed by a full-time director, who also has teaching responsibilities, and a part-time graduate assistant.

There is no coordination between the clinic and other student personnel services.

The faculty assistant in the Reading Clinic is a graduate student who performs the following duties:

1. Assists in administration, scoring, and interpretation of college entrance reading test.
2. Teaches reading improvement classes--two per quarter.
3. Works with laboratory students in remedial reading program on an individual basis.
4. Assists in examination and evaluation of out-patients.
5. Assists in operation of clinic.
6. Counsels students--reading class members and probation students.

Director of Veterans Services

The main responsibility of the Director of Veterans Services is to receive and submit for approval applications for G. I. training under Public Law 550 or 16. He submits documents and papers from veterans to the Veterans Office in Chicago for formal approval of training.

Late checks or missing checks are investigated by the Director of Veterans Services.

In the area of advisement, he advises veterans concerning academic load in cases of poor scholarship.

Housing responsibilities include assignment of housing, obtaining housing deposits, issuing contracts, and follow-up on delinquent payment of rent for trailerville and campus city. All other housing of veterans is supervised and handled in cooperation with the Dean of Students.

Permanent records on all veterans are kept in the Veterans Service office.

During the academic year 1955-56, the Director of Veterans Services had full-time instructional duties in addition to his responsibilities as Director of Veterans Services; in 1956-57 the Director will have half-time instructional responsibilities.

Records

Records at present are not in a centrally located place. The registrar's records are on IBM cards which cannot be interpreted by the counselor. Individual folders in the offices of the Dean of Students and the Dean of Women contain background information and personal information recorded

by the student on an admission blank prior to college entrance. The folder also contains personal information and scholastic standing sent by the high school which the student attended.

Grade records are filed in the student's individual folder in the offices of the Dean of Students and the Dean of Women.

The student's faculty adviser has a record of his grades, high school test scores, and college entrance test scores. Residence Hall Directors keep such records as they feel are needed in their counseling—grades, data cards, schedule cards, etc.

CHAPTER IV

AN EVALUATION OF THE EXISTING PROGRAM

The following is an evaluation of the existing student personnel program at Eastern Illinois State College, using as a criterion part of the evaluation form set up by C. Gilbert Wrenn in his book Student Personnel Work in College.

Type of Institution	-- state supported college
Location of Institution	-- Charleston, Illinois
Enrollment	-- approximately 2,000

- A. "Interpreting institutional objectives and opportunity to prospective students, their parents, and to workers in secondary education"

Interpreting of institution objectives and opportunity to prospective students is done primarily through the Director of Admissions in his visitations to high schools. As a field representative he comes in contact with high school students in the area, but he has few contacts with parents.

College Day for high school seniors gives opportunity to acquaint students with the college, its objectives, and opportunities that it offers.

Additional informal counseling services should be available to prospective students and their parents. The personnel staff does not have sufficient persons with available time to devote to this.

B. "Admitting students in cooperation with secondary schools"

Graduation from a recognized or accredited four-year high school admits students to Eastern Illinois State College.

Non-high school graduates are admitted on probation upon presentation of fifteen acceptable units from a recognized high school. Probationary students must complete requirements for high school graduation during their freshman year.

Individuals with high school diplomas granted by passing a General Educational Development Test are also admitted.

C. "Orienting the new student to his college environment"

Orientation is largely concentrated in the first week of school in the fall and is devoted to orienting new freshmen and transfer students. The Director of Admissions is in charge of orientation.

In addition to social activities the new students have their initial meeting with their advisers and begin to plan their courses of study. Physical examinations are also given at this time.

The reorganization of the testing program in an attempt to have results of tests for use by the advisers during orientation week will aid in counseling.

Upperclassmen are utilized to help new students become acquainted with and adjust to college life. A handbook is provided for all new students.

When students enroll in the college during the year they go through the testing program and are assigned to advisers, but no

emphasis is placed on orientation as such. The orientation program does not extend far beyond the first part of fall quarter.

There is no special orientation for foreign students.

- D. "Providing counseling services which, with the aid of diagnostic facilities and other referral agencies, assist the student in adjusting to and planning for his educational, vocational, emotional, social and religious growth"

It is difficult to maintain a functioning counseling program where staff members have instructional and administrative duties that consume so much of their time. As Eastern grows there is a tendency for students to receive "piece-meal" counseling and guidance due to lack of coordination of student personnel services.

The chief needs at present are better coordination and direction of the counseling program to insure that counseling services are available to the students; release of trained personnel workers from other duties to enable them to do more counseling; and training of interested and capable faculty members for supplementary counseling so that there will be sufficient counseling sources for all students.

Counseling by advisers generally is limited to academic counseling, primarily selecting minor fields of study, scheduling classes, and counseling concerning grades. This could be a good source of counseling, but at present the advisory system is not efficient in this area.

Interviews with thirty residence hall girls selected at random and representing a range from freshmen to seniors majoring in various fields revealed that twenty-eight had had no contact with their advisers other than for scheduling classes or conferring about grades;

two had conferred with their advisers on various occasions at the adviser's request and by their own choice; three were dissatisfied and felt that their advisers were unapproachable. None knew the results of their freshmen tests.

In evaluating the work of advisers as counselors it seems to the writer that it is too limited to be of value in the counseling program with the exception of the academic area. Advisers need to have some type of in-service training in order to better equip them and make them aware of counseling that could be done by them.

There is no provision in the freshman orientation program for vocational advising and counseling other than by the department adviser to whom the student has been assigned. The admission blank requests the major field of study of the student before he arrives, pre-supposing that his choice has already been made.

Vocational files are available in the Student Activities office, the Placement Office, and the office of the Dean of Women. The Women's Athletic Department has information on summer and part-time employment, and the Director of Pemberton Hall has information on summer employment in camps and resorts. This material has not been publicized as being available, and, therefore, is not extensively used. The material in the Placement Office is used but not until the senior year.

Now that a liberal arts program has been inaugurated at Eastern it will be necessary to offer vocational guidance for students enrolled in this program. The Placement Office does not have contact with students until the senior year at which time counseling is primarily in the line of teacher placement and job application.

No systematic effort is made to inform students and faculty of counseling services, nor is there a system of articulation in the campus personnel services. It would be desirable to carry on research to determine the effectiveness of counseling procedures, remedial services, and testing instruments.

E. "Determining the physical and mental health status of the student and providing appropriate health service"

The Health Service meets the physical needs of students, gives physical examinations, and keeps health records on file.

There is no systematic channeling of information that should be available to counselors, Deans, and Residence Hall Directors.

As Eastern grows it will be necessary to make provisions for mental health. At present it is not a great problem since there are few cases demanding psychiatric attention, but the need will grow with the college.

F. "Providing and supervising an adequate housing program for students"

Initial inspection and annual routine visits to off-campus housing is conducted by the Dean of Students and the Dean of Women. Routine visits are limited by lack of time.

There is no definite system of placement of students in approved residences. Prospective residents get information and lists of approved housing from the offices of the Dean of Students and Dean of Women and make their own contacts.

Each residence hall handles its own housing and maintains waiting lists. The residence halls have student government and social programs as a part of the group life.

Housing of veterans is handled by the Director of Veterans Services and the Dean of Students.

Eastern is in need of a systematic housing program in which all housing is under the direction of one person or bureau. The need will increase with the addition of new dormitories.

G. "Providing, developing and evaluating a program of student activities"

With half-time instructional duties the Director of Student Activities does not have adequate time to work with organizations, attend their meetings, and evaluate them.

Physical arrangements should be provided so that counseling concerning organizational problems can be done.

H. "Providing and coordinating the financial aid and part-time employment of students, and counseling the student who needs to obtain such help"

There is part-time employment available on campus for students. Part-time employment is handled through the Dean of Students, Dean of Women, Residence Hall Directors, Residence Hall Dietitians, and Department Heads.

Direct aid is provided for those who need it in the form of student loans. Application is made through the offices of the Dean of Students and the Dean of Women.

As in other areas of counseling, provision needs to be made for more adequate counseling of students who are having financial difficulty.

- I. "Assisting the student to find appropriate employment when he leaves the institution and following up the student after he has left the institution"

The Placement Bureau interviews, counsels, and aids in the placement of students who will be entering the teaching profession. It also conducts a follow-up program.

As the number of students receiving A. B. and B. S. degrees increases it will be necessary to furnish services for them.

- J. "Keeping student personnel records and making them available to the proper persons"

Personnel records are not centralized for optimum use. Records are kept in the Health Service, offices of the Dean of Students and Dean of Women, offices of the Residence Hall Directors, clinics, and offices of the advisers.

In addition to the need for centrally located cumulative records on all students, there is need for training in the meaning and use of records for teacher-counselors.

- K. "Regulating student conduct to the end that the individual will be strengthened and the welfare of the group advanced"

Inauguration of a Women's Association on campus ~~would~~ increase self-government and aid the welfare of the group. It would add ~~con~~formity to such procedures as dealing with minor infractions of rules and regulations, late leaves, etc.

Final disciplinary action in cases of major importance is in the hands of the President, whereas it might well be a function of the Dean of Students.

- L. "Carrying on research designed to evaluate and improve personnel functions and services"

Eastern is a growing institution and the personnel program must keep pace with it. Objectives of the personnel program should be made clear to the faculty and the students. Periodic evaluations of personnel services should be made as a basis for the improvement of student personnel services.

CHAPTER V

A PROPOSED STUDENT PERSONNEL PROGRAM

Coordination and Administration

Effectiveness of a student personnel program is decreased when student personnel services are carried on by uncoordinated offices and staffs. The coordination and direction of all student personnel services under the Dean of Students, who would have over-all responsibility for program development, integration, and supervision, would be advisable.

It is recommended that the objectives of the personnel staff and the availability of student personnel services be made known to faculty, students, and all concerned.

It is also recommended that all staff members be made aware of division of responsibilities, channeling of information, and availability of records.

Physical Facilities

There should be counseling rooms in the office of the Dean of Students for the use of personnel staff members.

Student Personnel Staff

It would be wise to add an Associate Dean of Students to the staff to assume responsibilities of the Dean of Men, direct Veterans Services, supervise the men's residence hall, and advise foreign students.

The Dean of Women might well become an Associate Dean of Students, serving as Dean of Women and supervisor of women's residence halls, with someone added to the staff to supervise town housing.

Student Personnel Services

Faculty Advisers

An in-service training program might be instituted for faculty advisers who would then serve as counselors. In-service training would include seminars or workshops.

The number of advisees per adviser should be limited so that advisers would be able to deal adequately with each advisee.

Residence Hall Staff

An in-service training program for Assistant Directors in residence halls should be established. The program should familiarize the student with all areas in which he will work, objectives, and techniques in group and individual counseling.

Records

Cumulative records of all students should be kept in the office of the Dean of Students.

Records should include:

- a. Admissions data
- b. Health summary and reports
- c. Record of part-time employment
- d. Reports from instructors

- e. Financial need and financial aid being received
- f. Record of participation in 'co-curricular' activities
- g. Grades

Vocational Counseling

More extensive vocational counseling for students enrolled in the liberal arts program should be provided.

Vocational files should be publicized as being available for student use.

Vocational advising and counseling for freshmen during orientation week by department heads and consultants would also be advisable.

Orientation

It would be desirable to make orientation a continuing process through advisory contacts, social activities, referral to counselors, and group discussions.

It is recommended that there be special orientation for foreign students.

It is further recommended that attention be paid to orientation of new students who arrive winter and spring quarters.

Remedial Services

There should be strong lines of communication between the remedial services and other student personnel services through the office of the Dean of Students.

Housing

It would be advisable to incorporate all housing responsibilities under one person, the Director of Housing.

Health Service

Professional services in the area of mental health should eventually be added.

Systematic channeling of information from the Health Service to other student personnel services through the office of the Dean of Students is recommended.

Student Activities

It would be advisable for the Director of Student Activities to devote full time to student activities, enabling him to work more adequately with all organizations.

Counseling

It is recommended that course loads of faculty members who are trained in guidance techniques be lightened to enable them to serve as general counselors. They would spend one hour daily in the counseling rooms, being compensated by equal time release from instructional duties.

It is further recommended that a residence hall director spend one hour daily in the office of the Dean of Students for counseling purposes.

These additions to the counseling staff would make counseling services available for more students, and would provide opportunities for counseling of prospective drop-out students, foreign students, and graduate students.

Women's Student Government Association

A Women's Student Government Association should be inaugurated on campus under the leadership of one of the women's residence hall directors.

Testing

It would be advisable to make available testing services known to all staff members, to utilize the testing service, and, eventually, to have a psychologist devote full time to testing.

Evaluation

It is recommended that the student personnel program be evaluated periodically for the purpose of discovering deficiencies and needs of the program and working toward an improved program.

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APPENDIX

*Application Blanks are to be filed at least
ten days before Registration Day.*

EASTERN ILLINOIS STATE COLLEGE

Charleston, Illinois

APPLICATION BLANK

READ THROUGH CAREFULLY

The information contained in this blank will be treated in a strictly professional manner.

It will be observed that this blank calls for a considerable amount of information relative to the interests and past experiences of the applicant, who should read it over with parents or guardian before starting to fill it out. If the applicant wishes he may also confer with the principal, but it is not the desire of the College that the principal correct, criticize, or modify the facts, language, spelling, arrangement, etc., of the applicant's replies.

Admission to the Freshman Class. Graduation from a recognized or accredited four-year high school admits to membership in the freshman class. Individuals with high school diplomas granted as a result of passing a General Educational Development Test are admitted on the same terms as other high school graduates. Probationary admission is granted upon presentation of fifteen acceptable units from a recognized high school. In case of probationary admission requirements for high school graduation must be completed during the freshman year.

Admission of Transfer Students. In addition to the above requirements an official transcript of your college record should be sent to the Registrar direct from the college or colleges you have attended *as soon as possible*. A student who has been dropped or placed on probation by another college may be admitted on the same conditions under which he would have been readmitted to that college.

This application for admission to the Eastern Illinois State College consists of three parts as follows:

PART I

GENERAL INFORMATION—To be filled out by the applicant *in his own handwriting in ink* (not typewritten) for the Registrar.

PART II

PERSONAL INFORMATION—On the completion of Part II (page 4) the blank is to be delivered to the principal. The last page of Part II (page 5) is to be filled out by the counselor, guidance director, or high school principal. This information is for the Dean of Men or the Dean of Women as an aid in counseling the students, and does not determine admission to the College.

PART III

SCHOLARSHIP STANDING AND CERTIFICATE OF RECOMMENDATION—To be filled out by the principal *after the applicant has graduated*.

The principal, not the applicant, is requested to send the completed blank **DIRECTLY** to the Registrar, Eastern Illinois State College, Charleston, Illinois *as soon as possible after the completion of the senior year, and at least ten days before the date that the student plans to enroll here*.

No permit for registration will be issued until this application and all college records are on file.

PART I
GENERAL INFORMATION
(TO BE FILLED OUT BY THE APPLICANT)

Date _____, 195

1. Name *in full* (Print) _____
First Middle Last

2. Home address: Street and Number (or R. R.) _____
City _____ State _____

3. (a) Place of birth _____ Date of birth _____
Town State Month Day Year

(b) Date of graduation from High School _____
Month Day Year

4. List in chronological order all schools attended. Include only high schools and colleges.

Name of School	Location	Dates of Attendance

5. When do you expect to enter Eastern? _____
Month Day Year

6. Do you hold a scholarship? _____ If so, check one { Military _____
Teachers College _____
Other, (give details). _____

7. Check the curriculum in which you plan to enroll: (Consult catalogue for correct name of curriculum.)

☐ Four-Year Curriculum for Teachers in Elementary Schools.
(B.S. in Ed. degree)

☐ Four-Year Curriculum leading to a bachelors degree { Major Subject _____
Minor Subject _____
(Check one) ☐ B.S. in Educ. Degree
☐ B.S. Degree
☐ B.A. Degree

☐ Two-Year General Curriculum

☐ Two-Year Pre-professional Curriculum in _____

☐ If uncertain, what are you most interested in? _____

8. (a) Father's name in full _____ Occupation _____ Living? _____

(b) Mother's name in full _____ Occupation _____ Living? _____
(Give mother's maiden name also)

9. Are you a veteran of the U.S. Armed Services? _____ What branch of service? _____

10. Have you applied, or do you intend to apply, for educational benefits under { (Public Law 346) _____
or
(Public Law 16) _____
or
(Public Law 550) _____

PART II

PERSONAL INFORMATION

(TO BE FILLED OUT BY THE APPLICANT)

Name in full (Print) _____
First Middle Last

Home address: _____
Street or R. R. City State Date of birth

Date of high school graduation _____
(Month) (Year)

1. Do you need to earn part of your expenses while in college? _____

2. Do you want to have a work application mailed to you? _____

3. What work experience have you had? _____

4. Have you any physical handicaps? _____ What are they? _____

5. In what curriculum do you plan to enroll? _____

If you are uncertain, what are you most interested in? _____

(a) Name the studies you have liked best in high school and give reasons. _____

(b) Name the studies you have liked least or have disliked in high school and give reasons. _____

(c) What studies in high school have you found most difficult? _____

(d) What special recognition, if any, have you received for excellence in school work, such as honors, prizes, or scholarships? _____

(e) List grades or half grades skipped before entering high school _____

Grades or half grades repeated _____

(a) *Underscore* your activities, adding any not mentioned:

Literary—School paper, school annual, and literary societies _____

Dramatic—School plays, dramatic clubs _____

Debating—Team, club; Music and Art _____

Athletic—Baseball, basketball, football, track, hockey, tennis, swimming, golf _____

Class Offices _____

Miscellaneous—Boy Scouts, Girl Scouts, Campfire Girls, Girl Reserves, Y.M.C.A. work, Y.W.C.A. work, social service, church work _____

(b) What special recognition, if any, have you received for excellence in these activities? _____

(c) Do you intend to continue these or similar activities in college? _____

(a) What were your favorite recreational activities while in high school? _____

(b) How and where have your recent summer vacation periods been spent? _____

PART II—PERSONAL INFORMATION (Continued)

9. (a) List the titles of the three books you most enjoyed reading during the past year outside of school requirements

(b) What magazines and newspapers do you enjoy reading?

(c) How many times a month did you go to the movies last year?

(d) How many hours a week do you listen to the radio? Watch television?

10. List principal occupation of your employed relatives *including* father, mother, and other close relatives.

Relationship	Occupation	Relationship	Occupation
(a)		(d)	
(b)		(e)	
(c)		(f)	

11. Is your father living? Is your mother living?

12. Are your parents divorced? Separated?

13. Do you have a stepfather? Stepmother? Guardian?

Give name of stepfather or guardian.

14. Number of children in your family older than you Younger

15. In the following space write a short story of your life including the following items of information: (a) the accomplishments in school and out of school which have given you the most satisfaction; (b) a statement of what you would like most to be or to do; (c) reasons for your vocational choice; (d) your experiences and activities since high school graduation.

PART II—PERSONAL INFORMATION (Continued)

additional space is needed, insert another sheet of paper.)

PART II—PERSONAL INFORMATION (Concluded)

(TO BE FILLED OUT BY THE COUNSELOR, GUIDANCE DIRECTOR, OR THE PRINCIPAL)

The information on this sheet will be treated in a strictly professional manner.

You will assist in the education of this applicant if you will rate him with respect to each question by placing a check mark on the appropriate horizontal line *at any position* which represents your evaluation of him. If you have had no opportunity to observe the student with respect to a given characteristic, please place a check mark in the space at the extreme right of the line.

1. *Scholastic zeal*
Does he display enthusiasm for school work?

Unresponsive	Usually indifferent	Studious	An energetic student	Craves scholarly work
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No opportunity to observe

2. *Intellectual Ability and Aptitude*
Does he have the ability to assimilate knowledge and adjust easily to new situations?

A dull pupil	A slow learner	An average student	An alert student	A keen student
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3. *Initiative*
Is he a resourceful and original thinker?

Needs constant supervision	Needs occasional prodding	Prepares assignments	Completes suggested supplementary work	Seeks and sets for himself additional tasks
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4. *Integrity*
Is he honest?

Positively dishonest	Sometimes unreliable	Intentions satisfactory	Apparently honest	Unquestionably honest
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5. *Leadership Ability*
Does he have the ability to secure a following?

Definitely a follower	No leadership attempted	Tries but fails frequently	Unusually successful	An inspiring leader
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6. *Social Attitude*
Is he group conscious? Does he have a spirit of service?

Anti-social	Self-centered	Has no positive attitude; neutral	Usually considerate of others	Strongly altruistic
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7. *Emotional Control*
How does he control his emotions?

Too easily moved to anger or fits of depression, etc.	Tends to be over-emotional	Usually well balanced	Well balanced	Exceptionally well balanced
Unresponsive; apathetic	Tends to be unresponsive			

He (she) stands approximately _____ from the top in a class numbering _____

If an individual rating, how well do you know this student?

In your opinion what sort of a scholastic record may this student be expected to make? (Indicate your answer by placing a check (✓) mark in the appropriate space below.)

Will probably fail	Probably barely satisfactory	Will probably be an average student	Should earn superior grades	Should be an honor student
--------------------	------------------------------	-------------------------------------	-----------------------------	----------------------------

What consideration in regard to health, absence from school, necessity for working during school time, or participation in school activities, should be taken into account in interpreting the school record? _____

Has this student exhibited any unusual aptitudes? _____

Make a brief statement concerning the financial status of the family and the applicant's need for employment while a student. _____

Put (X) in the position on this scale which, in your opinion, represents an approximation to the fitness of the applicant's personality for the occupation of teaching, *when he is compared to all the members of his graduating class.*

Lowest	10%	25%	Median	75%	90%	Best

Signature _____

Position _____

High School _____

Date _____

Town _____

State _____

PART III

SCHOLASTIC STANDING AND CERTIFICATE OF RECOMMENDATION

is to certify that

Name in Full

Number and Street.

City

State

graduated from the

High School

Location

Name _____ Sex _____ Location _____
 _____, 19____, has completed the work shown in detail below. (He) entered _____, 19____
 This applicant } is is not { officially recommended for college. H. S. curriculum followed _____ (He)
 _____ (She) stands
 approximately _____ from the top, in a class numbering _____. Passing grade in school _____ Average grade _____
 required for recommendation to college _____ Length of recitation periods _____ Specify by (PG) any subject taken
 subsequent to graduation.

STUDIES	Number of Units of Credit	Number of Weeks Pursued	Number of Periods per week	Grade
ENGLISH—First Year				
Second Year				
Third Year				
Fourth Year				
FRENCH—First Year				
Second Year				
GERMAN—First Year				
Second Year				
LATIN—First Year				
Second Year				
Third Year				
Fourth Year				
HISPANISH—First Year				
Second Year				
HISTORY—Ancient				
English				
Med. and Mod.				
U. S.				
World				
ECONOMICS				
GOVERNMENT				
SOCIOLOGY				
ALGEBRA—Elem.				
Advanced				
GEOMETRY—Plane				
Solid				
COM. ARITH.				
TRIGONOMETRY				

STUDIES	Number of Units of Credit	Number of Weeks Pursued	Number of Periods per week	Grade
BIOLOGY				
BOTANY				
CHEMISTRY				
PHYSICS				
ZOOLOGY				
GEN. SCIENCE				
PHYSIOLOGY				
COM. GEOGRAPHY				
PHYSIOGRAPHY				
ART				
MUSIC				
AGRICULTURE				
BOOKKEEPING				
SHORTHAND				
TYPING				
GEN. BUS. PRACTICE				
CLOTHING				
FOODS				
MANUAL ARTS				
PHYSICAL EDUC.				
TOTAL UNITS				
Key to Grading System				

MENTAL AND OTHER STANDARDIZED TESTS

Name of Test	Date	Score	E. A. or M. A.	I. Q.	Percentile
1.					
2.					
3.					

4. Illinois State-Wide Testing Program: L. Score

O. Score

Total

Date _____, 195_____

PRINCIPAL.

(Signature)

REGISTRATION INFORMATION FOR ADVISERS

From: Director of Admissions

Name _____
(last)

To: _____

Date of Birth _____ (age)

Entrance Date _____

H. S. Graduation _____ (school) _____ (year)

HIGH SCHOOL SCHOLARSHIP RECORD

Veteran? For Veterans Affairs benefits, you must be a U.S. citizen or national, discharged or released from active service after Sept. 8, 1963, and have been in the military at least one day during a period of conflict. For more information, visit www.va.gov.

Rank _____ in class of _____

Curriculum choice: _____ (major)

T. C. Scholarship

Subject liked best _____

Highest grades in _____

Subject liked least _____

Subject most difficult _____

HIGH SCHOOL COURSES AND GRADES

Lowest grades in _____

English: _____

Foreign Languages: French _____ Spanish _____

German _____ Latin _____

HIGH SCHOOL TEST RECORD

Mental: _____

Mathematics: Alg. ____, Adv. Alg. ____, Pl. Geom. ____

Solid Geom. —, Trig. —, —

Other: _____

Science: Biol. _____, Bot. _____, Chem. _____, Phy. _____

Zool. _____, Gen. Science _____, _____

STATEWIDE TESTING RECORD

Principal's Report (see key) _____

In College Major: _____

ACE Test percentiles: L score _____

PERSONAL QUALIFICATIONS AS ESTIMATED BY PRINCIPAL

Q score _____

Total score _____

Percentile: Science Reading _____

Social Science Reading _____

Writing Ach. _____

Conv. 1888, 1889, 1890, 1891, 1892, 1893, 1894, 1895, 1896, 1897, 1898, 1899, 1900, 1901, 1902, 1903, 1904, 1905, 1906, 1907, 1908, 1909, 1910, 1911, 1912, 1913, 1914, 1915, 1916, 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1924, 1925, 1926, 1927, 1928, 1929, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1944, 1945, 1946, 1947, 1948, 1949, 1950, 1951, 1952, 1953, 1954, 1955, 1956, 1957, 1958, 1959, 1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970, 1971, 1972, 1973, 1974, 1975, 1976, 1977, 1978, 1979, 1980, 1981, 1982, 1983, 1984, 1985, 1986, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 256

Funct. _____

	Low	High
Scholastic Zeal		
Intellectual Ability		
Initiative		
Integrity		
Leadership		
Social Attitudes		
Emotional Control		

Principal's Rating _____

Principal's Aptitude Suggestion _____

COLLEGE TEST RECORD

Date	Q Score	%	L Score	%	Total Score	%
------	---------	---	---------	---	-------------	---

A. C. E. Test

Reading Test

English Test

[illegible]

REGISTRATION INFORMATION FOR ADVISERS

From: Director of Admissions _____ Name _____
 To: _____ (last)
 Date of Birth _____
 (age)

Entrance Date _____ H. S. Graduation _____
 (school) (year)

HIGH SCHOOL SCHOLARSHIP RECORD

Rank _____ in class of _____ Curriculum choice: _____
 (major)
 T. C. Scholarship _____ Subject liked best _____
 Highest grades in _____ Subject liked least _____
 Subject most difficult _____

Lowest grades in _____

HIGH SCHOOL TEST RECORD

Mental: _____ English: _____
 Other: _____ Foreign Languages: French _____ Spanish _____
 German _____ Latin _____
 Mathematics: Alg. _____, Adv. Alg. _____, Pl. Geom. _____
 Solid Geom. _____, Trig. _____,
 Science: Biol. _____, Bot. _____, Chem. _____, Phy. _____,
 Zool. _____, Gen. Science _____,

STATEWIDE TESTING RECORD

Principal's Report (see key) _____ In College Major: _____

ACE Test percentiles: L score _____
 Q score _____

Total score _____

	Low	High
Scholastic Zeal		
Intellectual Ability		
Initiative		
Integrity		
Leadership		
Social Attitudes		
Emotional Control		

Percentile: Science Reading _____
 Social Science Reading _____
 Writing Ach. _____
 Conv. _____ Principal's Rating _____
 Funct. _____ Principal's Aptitude Suggestion _____

PERSONAL QUALIFICATIONS AS ESTIMATED BY PRINCIPAL

COLLEGE TEST RECORD

	Date	Q Score	%	L Score	%	Total Score	%
A. C. E. Test							
Reading Test							
English Test							
Other Tests (Names)							

Organization Presidents: Please make out the attached Evaluation Sheet in co-operation with the other officers of your organization. When you have completed the sheet, hand it to the sponsors of the organization for their evaluation of the officers.

TO: Organization Sponsors:

The evaluation of student participation in outside activities is being continued this year on a quarterly basis. Please confer with the officers of the organization you sponsor and make a letter evaluation of each member of the organization. You can then make the evaluation of the officers of the group.

Sometime within two weeks before the end of the quarter complete the evaluation and return the papers to the Student Activities Office.

Letter Evaluation: (suggested criteria)

- A A student who is an outstanding member of the organization in terms of leadership resourcefulness, and effort expended.
- B Above average participation and effort expended on behalf of the organization.
- C Average participation and effort expended in the activities of the organization.
- D Poor participation, poor attitude, and below average effort for the organization.
- E Completely undesirable or passive participation in the activities of the organization.

Interpretations:

Do not give too much weight to attendance alone. The conflicts in scheduling and the large number of organizations force students to choose between several meetings. Consider primarily the kind of work a student does in the organization. He may be a spark-plug, spokesman, initiator, mediator, or play some other active part in the group. Gradations of participation are desired through the use of the A,B,C,D system rather than a classroom-type use of the system. Please keep in mind that this is also partly an estimate of the student's interest and energy, and is therefore hard to determine. In any case, please add descriptive comments to the letter evaluations wherever you feel it to be necessary. Also, please attach any general comments relating to the program of evaluation and any changes or additions you would suggest.

Student Activities
Eastern Illinois State College

Quarter: _____

Name of organization: _____

Advisor(s): _____

Officers:

Letter evaluation

Pres. _____

Vice. Pres. _____

Sec. _____

Treas. _____

Other _____

Members (in alphabetical order):

Name

Letter evaluation

(Use additional sheet)

Name

Letter evaluation

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Membership in activities is evaluated as follows:

- A Outstanding in leadership, resourcefulness, and effort.
- B Above average participation and effort expanded in behalf of the organization.
- C Average participation.
- D Poor participation, poor attitude, below average effort
- F Completely passive or undesirable participation.
- NR Not rated, because of lack of program, off-campus teaching, etc.

All officers are rated by faculty sponsors. All members are rated by officers.

ORGANIZATION

1951-52
F W S

1952-53
F W S

1953-54
F W S

1954-55
F W S

[illegible]

CONFIDENTIAL REPORT

May 1955

Please check the chart below indicating your rating of _____
as a student employee and return the blank to me. I shall be glad to have information on her financial status, or any other comments about her that you may want to add. Thank you.

:	:	Poor	:	Average	:	Superior	:
:	Dependability	:	:	:	:	:	:
:	Efficiency	:	:	:	:	:	:
:	Courtesy	:	:	:	:	:	:
:	Personal appearance	:	:	:	:	:	:
:	Honesty	:	:	:	:	:	:
:	Interest in the job	:	:	:	:	:	:

Remarks:

Date _____

Signed _____

Eastern Illinois State College
Charleston, Illinois
APPLICATION FOR PART-TIME EMPLOYMENT

Return to
Office of Dean of Women

Date _____
Application for: College year _____
Summer school _____

Name _____ Date of birth _____

Charleston address _____ Parents' name _____

Home address _____
Street City State

List below any work experience you have had:

Dates	Kind of work	Employer	Amount per hour	Total earned
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Do you have a scholarship? _____ What kind? _____

Indicate below sources of funds to pay college expenses:

Sources	Amount per year
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total.....	\$ _____

Indicate which amounts listed above are loans rather than gifts _____

Give an estimate of your anticipated expenses for the coming school year:

College fees _____	Laundry _____	Other expenses _____
Room rent _____	Clothing _____	
Board _____	Recreation _____	Total.....\$ _____

List high school courses you have had in typing and/or shorthand _____

What type of work do you prefer?: (1) _____ (2) _____ (3) _____

Will you take any job offered to you? _____

This information is correct according to the best of my knowledge.

Signed _____

Approved Regulations for Rooming Houses for Women
Eastern Illinois State College

I. APPROVED HOUSES

1. All rooms shall be registered with the Housing Bureau.
2. A house to be registered must have been inspected by the Housing Committee and the householder given an Approved Rooms display card.
3. Householders are required to attend all meetings and to pay annual dues.
4. All women are required to live in rooms registered as approved, except those who live at home or those who have a permission from the Housing Committee to live elsewhere.

II. HOUSING REGULATIONS

1. There must be a responsible woman in charge of the house at all times.
2. There is to be a written contract made between the householder and the student, a copy of which is to be given to the householder, student, and the Dean of Women.
 - A. No agreement signed by any student will be enforced through the Housing Committee unless it has had the previous approval of the Committee.
 - B. The householder is to receive full room rent for each quarter. Rent will be paid for each week and fraction thereof. Rent is to be paid for one week of the Christmas vacation.
 - C. When a student vacates a room no rent is refunded except when the room is rented to another student.
 - D. To move at the end of a quarter, the student must notify the householder at least two weeks before the beginning of the new quarter.
 - E. The price of a room may not be changed without consulting the Housing Committee.
 - F. Houses shall be closed at 6:00 p.m. on the day school closes. Any student wishing to stay later must secure permission in writing from the householder and have it approved by the Dean of Women.

III. PHYSICAL ENVIRONMENT

1. The standard of neatness and cleanliness maintained inside and outside the house shall be such as would meet the approval of the Housing Committee.
2. Students shall make their beds by noon and clean rooms daily. Bed linen is to be supplied by the students and changed weekly. The householder shall houseclean all rooms at the end of each quarter. Students shall put their housekeeping equipment in good order after every meal.
3. Hot water shall be provided daily. Scouring powder is to be provided in each bathroom.
4. Rooms are to be warmed to a comfortable temperature from 7:00 a.m. to 10:30 p.m. in the spring and fall as well as in the winter.
5. Lights provided in each room should total 150 watts.
6. Student bathroom shall be cleaned by the householder at least once every other day.
7. Hallways are to be lighted with at least 25-watt bulbs and until the house is closed at night.
8. Provision should be made for laundering and pressing privileges.

IV. SUPERVISION

1. Illness of students must be reported promptly to the Health Service (261) if medical care is needed. (See Health Service Regulations.) In case of emergency call the Dean of Women if you cannot contact the college doctor or one of the nurses. Householders are urged to keep a fever thermometer in the house.
2. Men and women students are not to room in the same house.

3. A register must be provided by each house. Reports are to be sent to the office of the Dean of Women regularly.
4. Householders, as well as students, should observe quiet hours by refraining from unnecessary noise.
5. Study hours are to be observed from 8:00 p.m. to 10:00 p.m. and absolute quiet hours from 10:30 p.m. to 7:00 a.m.
6. Girls must be in at 10:30 each night except Friday and Saturday, when they must be in no later than 11:30 p.m., and Sunday no later than 11:00 p.m.
7. Time is extended to one hour after an all-school function ends.
8. Rooms are to be open at all times for inspection by the Housing Committee.

V. RESPONSIBILITIES OF THE STUDENT

1. Students are to cooperate with the householder in keeping the rooms neat and clean, and they are to take proper care of the furniture and premises.
2. Students are to pay a \$5.00 deposit to the householder to be returned when the student leaves if there is no damage to the house and equipment. The extent of the damage is to be determined by the Dean of Women and the president of the Householders' Association in conference with the householder.
3. Written permission from parents must be filed at the Dean of Women's office for overnight absences, except when going home.
4. Householders are to be given two weeks' notice before the beginning of the new quarter if the student wishes to change her residence.
5. Men callers are not to be entertained in young women's rooms.
6. Students are expected to be economical in the use of electric lights in the daytime. Lights in students' rooms are to be out at 12:00 midnight.
7. Students are expected to pay the householder \$1.00 a night for each overnight guest. All guests are to observe the contract regulations governing women students.
8. There are to be no local telephone calls after 10:00 p.m. Local calls are to be limited to five minutes.
9. Students are to pay room rent in advance.
10. Students are to sign the register when going away for an overnight visit or when going out to return after 8:00 p.m.
11. When reservations for rooms are made, students are to pay two weeks' rent in advance. If the reservation is cancelled, the money will be refunded provided the cancellation date is four weeks before the beginning of the term and provided the room is then rented to another student.
12. The following charges for the use of electrical equipment are to be paid by the students owning the equipment.

Radio or record player	\$1.00 a month
Electric fan	.25 a week
Sandwich grill	.50 a month
Electric toaster	.35 a month
Electric clock	.25 a month
Electric plate	.50 a month
13. The following charges for the use of electrical equipment owned by the householder are to be paid by the student using the equipment:

Electric iron	\$1.50 a quarter
Electric sewing machine	.25 per hour or fraction thereof
Electric refrigerator	.50 per month

EASTERN ILLINOIS STATE COLLEGE

ROOMING CONTRACT

(Women Students)

1. I, _____, a student at the Eastern Illinois State College, agree to take a room at No. _____ Street, Charleston, Illinois, for the Fall Quarter, 19____, properly furnished and equipped. I have paid \$5.00 deposit to cover possible damage to furniture or equipment as provided in the housing regulations.
2. The room rent shall be no higher than
 \$6.00 a week if one person occupies the room,
 \$4.50 a week for each person if two persons occupy the room.

The rent I agree to pay is \$_____ per week.
3. The rules of the Eastern Illinois State College relating to rooming houses are a part of this agreement.
4. This contract may be annulled only by consent of both parties, in consultation with the Dean of Women.
5. This contract is for one quarter only. By mutual consent this contract may be extended to the end of the college year.

Student _____

Approved by Householder _____

Date _____

I wish to live in the same rooming house for the Winter Quarter, 19_____.

Student _____

Approved by Householder _____

Date _____

I wish to live in the same rooming house for the Spring Quarter, 19_____.

Student _____

Approved by Householder _____

Date _____

EASTERN ILLINOIS STATE COLLEGE

ROOMING CONTRACT

(Women Students)

1. I, _____, a student at the Eastern Illinois State College, agree to take a room at No. _____ Street, Charleston, Illinois, for the Fall Quarter, 19____, properly furnished and equipped. I have paid \$5.00 deposit to cover possible damage to furniture or equipment as provided in the housing regulations.
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Approved by Householder _____

Date _____

I wish to live in the same rooming house for the Winter Quarter, 19_____.

Student _____

Approved by Householder _____

Date _____

I wish to live in the same rooming house for the Spring Quarter, 19_____.

Student _____

Approved by Householder _____

Date _____

EASTERN ILLINOIS STATE COLLEGE

ROOMING CONTRACT

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Student _____

Approved by Householder _____

Date _____

I wish to live in the same rooming house for the Winter Quarter, 19_____.

Student _____

Approved by Householder _____

Date _____

I wish to live in the same rooming house for the Spring Quarter, 19_____.

Student _____

Approved by Householder _____

Date _____

FORM SENT BY THE PLACEMENT BUREAU TO BEGINNING TEACHERS PLACED BY THE BUREAU

Dear Teacher:

Please answer some of the following questions. Your answers will be of assistance to us in helping you and others now preparing to teach.

The answers will not be made available to anyone in your school or community.

1. What are you particularly liking about your work?
2. In what, if anything, have you been disappointed?
3. Are the school and community all you thought they would be?
4. What have been your beginning problems or difficulties?
 - a. What could your pre-teaching preparation have done to have prepared you for these problems?
 - b. What can your college do now to help you?